

Lights, Camera, FILM Literacy!
Lesson Plan #32

Topics:

Journal Writing
Early Animated Films
SNOW WHITE & THE SEVEN DWARFS
Animated PSA Production

Outcomes:

Students will follow organizational procedures.
Students will see and hear applicable vocabulary.
Students will analyze ***SNOW WHITE & THE SEVEN DWARFS***.
Students will compare the story line of the film with the LCL! 3x3 Story Path
Students will continue production of a 2-D animated PSA.

Materials:

Writing journals
Post-it notes
Camcorders
Tripods
Computers with stop motion software
The ten labeled index cards from Lesson #25

HANDOUTS: LCL! 3x3 Story Path (*in student folders*)
Creating an Animated Public Service Announcement (*in student folders*)

DVD: ***SNOW WHITE & THE SEVEN DWARFS***

New Vocabulary: (*no new words*)

Sequence of Events:

I. Journal Activity (15)

Prompt:

How do you feel about creating an animated PSA?

II. **SNOW WHITE & THE SEVEN DWARFS (110)**

1. Remind students of Ub Iwerks' multi-plane camera for adding depth to animation. This camera was used in the very first feature animation: **SNOW WHITE & THE SEVEN DWARFS** by The Disney Studio.

As film scholars, students need to see this classic film, which set the standard for animation features to follow. Although Walt Disney's staff created the actual animation, it was Walt's vision that introduced constant movement in the frames, secondary characters being well-developed, and varying points-of-view being shown.

This film cost \$1.5 million to make and grossed \$185 million just in the United States...in 1937 !!!

A special Oscar (one regular sized statuette/seven miniature statuettes) **was given** for...

"... a significant screen innovation which has charmed millions and pioneered a great new entertainment field." imdbpro.com...

... as there was no "best animated film" category until 2001.

2. Remind students that the cameras which recorded the hand-drawn cels were not digital, but rather film-loaded cameras, and required **24 frames per second**. Have students figure out how many frames were recorded to create this 84-minute film. Then do the math with the students for effect...
84 minute film = 24 x 60 x 84 = 120,960 cels !!!

3. Have students place their LCL! 3X3 Story Path on their desk and put the first labeled card above it in clear view. Remind students that they will need to change the cards to indicate the corresponding part of the story path as they watch the movie.

HANDOUT: The LCL! 3x3 Story Path (*in student folders*)
Labeled index cards

DVD: ***SNOW WHITE & THE SEVEN DWARFS***

4. As the movie plays, observe student number cards displayed.
(*Save these cards for future use.*)
5. After watching, ask students for their reaction to the animation, the story, the characters and how they are depicted. Ask them to imagine the pre-production and collaboration needed to create this film. (Students might mention the similarity of the castle shadow scene to that in *The Adventures Of Robin Hood*)
6. Tell students that a genre parody film might have come to mind while watching this film. Do they know the film *ENCHANTED*? Ask students to recall elements that both films have in common.
(*evil step-mother, prince, chipmunk friend, cleaning the home with the help of the birds and other animals, songs, upbeat attitude of the heroine who never sees negativity in a situation*)

III. Creating an Animated Film (60)

1. Tell students they might consider including parody elements from other films they've watched in this course in their PSA's.
2. Direct students to the PSA planning sheet and ask each group to report their current step.

HANDOUT: Creating an Animated Public Service Announcement (PSA)

3. Groups work on their productions.

IV. Reflection (15)

1. Direct students to the hanging chart paper labeled:

**What filmmaking techniques did you learn by watching
SNOW WHITE & THE SEVEN DWARFS?**

2. Hand out Post-its on which students write and post.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned that day. Make sure to clear up any misconceptions.

